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ABSTRACT

Results of a national survey of state involvement in intergenerational programs are reported. Following a preface, material is presented in three main sections. Section I, "The Landscape of Intergenerational Programs," presents an overview of the main categories of programs throughout the country. Survey responses indicate that all 50 states have ongoing intergenerational programs in which education is a central focus. Thirty-seven of 45 responding states indicated that the most frequent intergenerational activity is health and human service-related. A third category of programs is described as unclassified and includes such activities as adopt-a-grandparent. Section II, "The Context of Need," considers the environment necessary for successful intergenerational programs. Considered are changing population profiles, the impact of technology, family policy, and political climate. Section III, "To Build a New House," presents an overall structure for intergenerational programs. The precepts emphasized are the importance of community, including in-between generations, the principle of reciprocity, using a variety of approaches, and providing a human touch. Two appendices contain a questionnaire and a summary of state responses to the survey. (LP)

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The States Speak

A Report on Intergenerational Initiatives

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New Age, Inc.

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New Age, Inc. was incorporated in 1979 as a non-profit organization committed to intergenerational education, service and research. It is an outgrowth of Teaching-Learning Communities (T-LC), an intergenerational program begun in 1971 in Michigan's Ann Arbor schools.

New Age has stimulated and facilitated intergenerational initiatives nationwide and in other countries, working with family agencies, day-care centers, schools, health care facilities, museums, religious organizations, libraries, and city, state and federal agencies.

Among the services *New Age* offers are:

- technical consultation and assistance for implementing intergenerational programs
- development of curriculum and/or materials
- speeches and presentations
- workshop presentations
- conference planning
- program evaluation
- networking — helping people discover each other as resources.

Benefits of generations sharing:

For young people...

- increased self-esteem
- strengthened prevention of social diseases such as substance abuse, teenage pregnancy, juvenile delinquency and suicide
- development of practical and theoretical skills
- heightened appreciation for cultural and historical values
- positive attitudes toward aging.

For older people...

- strengthened self-esteem, and physical and mental health
- utilization of lifetime skills and wisdom
- opportunities for lifelong learning.

For the community...

- strengthening of families, schools and neighborhoods
- maximum use of financial resources
- restoration of historical and cultural traditions
- development of informal networks of caring.

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"...I feel as if our eyes' gazing has braided ribbons of sight that reach from this farm to the slopes five miles away, invisible strands holding generations together, the living and dead and unborn braided together..."

Donald Hall
String Too Short To Be Saved

"We must create new models for adults who can teach their children not what to learn, but how to learn and not what they should be committed to, but the value of commitment."

Margaret Mead
Culture and Commitment: A Study of the Generation Gap

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Preface

In the late summer of 1983, New Age, Inc. surveyed the states concerning their involvement in intergenerational programs. A stimulus for this undertaking was the need to develop background information for a conference on grandparents and grandparenting which was held at the Johnson Foundation Wingspread Center in October of that year. The Edward W. Hazen Foundation, interested in the development of a series of state-wide planning conferences on intergenerational initiatives supplied New Age with a grant to do the preparatory work for two such meetings scheduled for May 1985 in New York and California. Additional funds for the support of the conference in California and for the printing of this report have been provided by the Luke B. Hancock Foundation. These conferences, combined with what is happening in the states, reflects a growing conviction that the states and localities hold the keys to future developments in this field.

Separate inquiries were sent to the Governors of each of the states, the state offices of the aging and the state departments of education. Replies were received from 45 of the 50 states. In some cases, the responses were consolidated into one report from the state concerned; in other instances, separate replies were sent by each office. Manuals and detailed descriptions of particular projects were frequently included with the completed questionnaires. Many more intergenerational initiatives are occurring in a state than can be identified by state offices and agencies. While it is not possible to compile a comprehensive and detailed analysis of intergenerational programs nationwide, this report will provide an overview of these programs, based on the responses received on the New Age survey.

This report would not have been possible without the help and contributions of many people. Central were the efforts of the Governors, their staffs, and the state agency personnel who completed the questionnaires and arranged for materials to be sent to New Age. Special thanks are also due to Bejun Mehta, who did the preliminary collation and analysis of the questionnaires, and Margaret Loomis for her assistance and support throughout the project. Dr. John H. Romani developed the framework for the report and prepared the final copy. Dr. Romani is a past president of the American Public Health Association, and currently is a Professor of Public Health Administration, University of Michigan, Ann Arbor.

Carol H. Tice
President
New Age, Inc.

May, 1985

I. The Landscape of Intergenerational Programs

The growing interest over the past fifteen years in the potential of intergenerational programs is reflected in the responses to the New Age questionnaire. All 45 states which replied reported some kind of intergenerational activity currently going on in their jurisdictions. Anecdotal information from other states supports the observation that intergenerational programs are operative in all 50 states.

A first impression is the great variety in the type of programs, the settings in which they occur, and the auspices under which they function. Efforts range from those where the young provide a direct service to the elderly to those in which the older citizens serve in care-giving roles. Schools, churches, senior citizen centers, community recreation halls and museums are all sites used to house intergenerational activities. Sponsorship is equally diverse, involving service clubs, scout troops, Parent-Teacher Associations, YM-YWCAs, 4-H Clubs, the Campfire Girls, recreation departments, and other community and governmental agencies. Differences are also evident among programs organized by similar groups in similar settings, within a state, as well as between states.

While there appears to be an absence of any single or standardized way in which the states and communities have chosen to work in this field, certain patterns are discernible. Activities which are either based in the schools or focused on providing an educational service constitute one category. Those which center on intergenerational interactions dealing with health and human services are another type. Further are those efforts which are more generic in purpose or which seek other than health or educational outcomes as their primary goals.

As can be seen from the discussion which follows, there are difficulties with sorting programs in this fashion. Most work in this field defies clear categorization; thus, any effort at typing has the quality of being both arbitrary and artificial. Consequently, it must be recognized that the placement of a particular activity into one or another of these classifications has been done primarily for illustrative purposes and not in any attempt to create clean groupings for analytical purposes.

The Educational Dimension*

Programs in which the central focus is educational are on-going in all 50 states. These range from formal tutorial programs extending throughout the school year to special events organized around a particular aspect of the curriculum. Intergenerational initiatives with an educational focus are also found in other community institutions.

Tutors Unlimited. Programs most frequently cited were those in which retirees were used to complement and supplement the educational resources in the schools. Over half (24) of the states reported activities falling into this category. A basic characteristic of these efforts has an older volunteer working with students individually, or in small groups, to assist them with particular subject matter areas. The Florida "Senior Mentors for Creative Students" and the Ohio "Jones Village Partnership Program" represent two variations on this theme. In the former, high school students with high academic skills are paired with a senior adult who serves as a special resource for that student in his or her further academic development. The latter is similar in design, but with a focus on junior high students and somewhat less emphasis on the prerequisite of high academic skills.

The principal sources of volunteers for many of these projects are the local RSVP (Retired Senior Volunteer Program) and Foster Grandparent programs. These two activities are critical elements in a wide variety of intergenerational initiatives taking place not only in the schools, but in other parts of the community. Further consideration of their role in intergenerational work is provided in other sections of this report.

T-LC. Seven of the states categorized their school-based activities as centered around the Teaching-Learning Communities (T-LC) model, in which the interaction takes place with the volunteers sharing a particular skill or information of the volunteer's choosing with the student(s) concerned. While the interaction in this model is directed and relevant to the school curricula, it is less structured than the tutorial programs and depends heavily on the volunteer's

*No attempt is made to be comprehensive in this or subsequent sections in the identification of the programs in each category. The particular activities are cited for illustrative purposes only. Appendix A contains a listing, by state, of the programs described in the responses to the New Age survey.

initiative in identifying the topic, skill or knowledge to be shared. In Ann Arbor, Michigan, where the program originated, the base has been in the elementary schools since 1971, and primarily in the art curriculum. Students in these classes are offered the opportunity to work with one of the "grandpersons" in the development of skills in such diverse areas as carpentry, weaving, quilting, storytelling, and creative writing. There is an emphasis on transmission of values for strengthening self-esteem and healthy interpersonal relationships through the shared activities. Project Love in South Carolina is an adaptation of this model and is a cooperative venture of the Imro County Recreation Program and the local school district. The Smiles Program in the Salt Lake City schools offers another illustration of this model.

Additional Initiatives. Use of older persons to enhance children's understanding of the history and cultures of our society represents another type of educational program. Over half of all the states (27) have some form of oral history projects in which children interview, or sometimes tape conversations with, senior citizens. Illustrative is the effort in Virginia where, with the assistance of the National Endowment for the Humanities, high school students produced a book, *A Quiltwork of Memories*, based on interviews with senior adults about their lives as youngsters growing up in the mining and lumber camps in the region. The Inupiag Ilitquisiat movement in Alaska has involved older Eskimos in teaching Eskimo youth about the Inupiag culture and values, including traditional skills necessary for survival in the Arctic, such as hunting and fishing. The Detroit Historical Museum, in cooperation with New Age, sponsored a program in which several older women in the community worked with children from schools in the immediate neighborhood and the suburbs to create an exhibit on clothing fashions from the 1930s. A significant aspect of this endeavor was the interracial, as well as intergenerational, dimension. The Arkansas "Aging, Arts, and Humanities" project, sponsored by the Arkansas Arts Council, led to a book, *Artistic Celebration of a Heritage*, a special quilt, and a film, "What All I Could Tell." The focus of these various activities was on preserving the past in ways that could be shared by future generations. "Settlers' Days" in North Dakota, Folk Fairs in New Mexico, and Montana's Oral History projects are additional illustrations. State departments of education have provided much of the stimulus for educational endeavors focused on intergenerational concerns. This has been done largely through the development of curriculum guides for use in local school districts. Oklahoma's "Don't Stop the Music" is representative of one type of guide. In Wisconsin, the Department of Public Instruction, the Office on the Aging, and the University of Wisconsin-Madison have collaborated to produce an inventory of intergenerational programs in the Wisconsin public schools. Tennessee Technological University has established CESAE, Clearing House for Elementary and Secondary Aging Education, as a resource for schools interested in the development of curricula in the intergenerational area. Characteristic of these and similar curriculum materials is their focus on helping students understand more about the aging process and the lifestyle of a generation other than their own.

Health and Human Services

By far the most frequently reported intergenerational activity was the Foster Grandparent program. Thirty-seven of the states identified this program as a principal effort in their area. As has been noted, many of the tutorial programs depend heavily on the community Foster Grandparent groups for their tutors. Foster Grandparents in Kentucky work with families defined as being at risk — e.g., one parent, retarded, teenage single parent. In other states, Foster Grandparents are deeply involved in helping children who are physically and emotionally handicapped by serving as aides, or in related roles, in the schools, day-care centers, and foster homes.

Older volunteers are active in a wide variety of other health and human service programs. Trained volunteers in Washington, D.C. are assigned as foster grandparents to work with young mothers who have abused their children. Using a child abuse clinic at a local hospital, the volunteers serve as a source of support to the mothers and help them in the development of home-life skills. Illustrative of other programs in which volunteer "grandparents" help children in day-care centers and nurseries are the Elvirita Lewis Foundation and Leo Ryan Intergenerational Child Care Centers in California. These agencies employ the elderly on a part-time basis to help provide care for children aged 2½ to 6 whose parents are working.

Retired physicians and nurses in Oregon have assisted in organizing health education programs in the schools. A recently developed drug and alcohol abuse demonstration program in Michigan for 2½ to 8-year-old children uses older adults as the central resource persons to help this age group develop an awareness of the issues involved in drug and substance abuse. Nebraska employs volunteers in the high schools in nutrition education.

During the past year, New Age, in cooperation with the Institute for the Study of Children and Families, Eastern Michigan University, and the Ounce of Prevention Fund, Chicago, Illinois, has been working with the Chicago public schools to adapt the T-LC model for use in the prevention of teenage pregnancies. At the core of this undertaking is the use of older adults interacting with the young women and men who are most at risk. The concept is to provide the young people with alternative activities, including the creation of a small business for the manufacture and sale of functional handcrafted products, and the development of a framework for decision-making in the area of human sexuality and other questions involving critical value choices. This effort is being extended under the auspices of a grant from the Administration on Aging to include pilot projects in Atlanta and Detroit.

State government activity in the area also provides technical assistance and guidance to agencies and local units seeking to develop programs. An outstanding example is the report of the New York State Office for the Aging, *Family Caregiving and the Elderly*. Issued in March of 1983, this document provides a careful and considered analysis of the needs, issues and alternative program initiatives. It is rich in both data and thought and represents what can be done at the state level to stimulate creative responses to a pressing problem — providing care for the elderly.

Programs in which the elderly are provided services by the young constitute another type of activity in this category. Twenty-six of the states reported programs of this kind, with the largest number of efforts focused on the performance of chores such as housecleaning, yard work, shopping, household repairs, or similar tasks which some older people find difficult to accomplish because of economic or physical limitations. One example is the work of vocational education student organizations in Arizona which have taken on the provision of domestic aid and home repairs as an on-going project. Young people in North Carolina are employed in the summer to construct, under the supervision of retired carpenters, solar window boxes in homes of low-income older adults. Students at Columbia University have established a program to assist the frail and homebound elderly by providing low-cost supportive services. The students not only receive academic credit for these activities, but also have a unique opportunity for meaningful relationships with persons of a different generation.

Organized visitations to nursing homes or senior citizens' residential centers are another kind of intergenerational activity in which a service is rendered. While only 10 states reported the existence of on-going programs of this type, data from other sources suggest that this is a fairly universal means by which young people, especially elementary school children, are exposed to older adults. The visits range from children giving musical or other performances for the residents to regular visits in which individual children take on the role of a surrogate grandchild. A variation reported by Hawaii is organized visitations by students to the home-bound.

The Significant Unclassified

Intergenerational programming also includes a range of endeavors not easily classified. Among such activities are adopt-a-grandparent, write grandparents weeks, and grandparent days. Maryland, South Carolina and Virginia identified programs concerned with problems of safety and crime. High school students in Maryland met with senior citizens to consider means of dealing with this area of mutual concern. A similar set of sessions was organized in South Carolina. The Boys' Club in Richmond, Virginia developed a program in which they engraved identification numbers on valuables in the homes of older adults, provided this information to the police department and insurance companies, and distributed fire and crime prevention literature throughout their neighborhoods to the elderly.

In South Carolina older persons can be named "Guardians ad Litem" for neglected or abused

children. Intergenerational garden projects in Michigan help students learn about "heirloom" vegetables, identify seeds, and become acquainted with folklore about raising food. In Oregon some of the senior citizen meal programs have been expanded to serve physically and emotionally handicapped children. The Benton-Franklin Justice Center in Kennewick, Washington assigns young first-time offenders to work through the local RSVP to perform community service as an alternative to incarceration.

The Foster Grandparents program and the Retired Senior Volunteer Program, which have been organized in many communities under the aegis of ACTION, are major resources used in carrying on a wide range of intergenerational programs. As already indicated, RSVP volunteers are active in a number of the tutorial projects. They have also initiated an energy conservation program in Pennsylvania, provided sitters for young parents to enable the parents' participation in school and community meetings, and have become a significant source of assistance for a variety of community service projects, many of which have an intergenerational character.

These and comparable efforts share similar purposes — the creation of opportunities for intergenerational interactions which increase the awareness of children and adolescents about the elderly in our society, and provide older citizens with ways of staying engaged in the life of the world about them. Of significance are the range and variety of efforts occurring, and that all the states and many communities are, in one way or another, involved. It is also quite evident that while intergenerational activities are not yet a part of the mainstream of state programming, they are widely accepted as appropriate strategies for coping with certain of our human and social needs. Not as clear, however, are how these various initiatives fit together and what the next steps should be. Consideration of these questions first requires some understanding of changes underway in our society, and the context in which intergenerational programs will be expected to function.

New intergenerational initiatives, which are community based and linked to the broader world, depend, for their successful development, on a clear understanding of the changing context in which these efforts will take place. The outlines of that emerging environment are readily apparent. They require discussion here both for emphasis and to help create a shared understanding of the meaning of this context for all who are, and will be, involved in the creation of intergenerational initiatives in the decades ahead.

A Changing Population Profile

For at least 20 years, publicists and others have made much of the changes underway in the demographic structure of the world. For the United States, the population is an aging one. The U.S. Bureau of the Census estimates that between now and the year 2000, the number of people over 65 years old will grow to more than 33½ million people (33,600,000) and constitute about 13.2% of the total population.[1] More striking, however, is the consideration that the number of people over 80 will almost double, rising from 2.4 million to 4.4 million. At the other end of the spectrum, those under 24 years of age will continue to represent approximately 30% of the total population.

A recent study by the Thornton and Freedman Institute for Social Research at The University of Michigan notes that there has been a shift downward in the fertility patterns, suggesting that the birthrate over the next 20 years will be closer to that of the early part of this century than that of the 1950s and 1960s. They make the following observations:

> The long term shift from high to low fertility has important implications for society and for family relations...low fertility means both a smaller and an older population...at the family level are fewer kin and kinship networks composed of older relatives. Parents have both fewer children to support and nourish during their childbearing years and fewer children to rely on to support them in old age. Declines in fertility also generally reduce the available number of grandchildren, nieces, nephews, aunts and uncles, and cousins... Also, for the next few decades, the elderly will actually have more children to help them than they do now, for these will be the parents of the baby boom families. But when the parents of today's small families reach retirement age they will have fewer available younger kin than any elderly before them.[2]

There are several implications of this projected change for intergenerational programming. It first suggests that we face a far more complex set of issues than those which arise simply from the growth in the number of older persons. Not only must we plan for a larger number of those over 65, but we must also develop implementation schemes which take into account that there may be fewer young people to participate in such endeavors. Further, if these projections hold, we will need programs of one kind to meet short-run needs, and another type to serve for the long-run. In brief, these expected demographic changes call for differential responses, in kind and in timing of programs, as well as for more concerted and coordinated planning efforts.

Technologies and People

That we are experiencing a revolution in the ways we conduct almost every aspect of our daily lives is almost too obvious to note. Yet, changes in the ways we produce the goods and services we use, communicate with one another, cure our illnesses, and entertain ourselves have had, and are continuing to have, a profound effect on all of society. Skills based on earlier technologies have become outmoded; those linked to current modes of production have limited life expectancies. The rapidity and comprehensiveness of these changes challenge a fundamental premise of present intergenerational programming: the utility of the skills possessed by the older generation for the young. The world of the young is not only significantly different from that which has been experienced by their elders, but is undergoing constant modification. Margaret Mead described the issue in these terms:

> Today's children have grown up in a

[1] All data concerning estimated changes in population are taken from U.S. Bureau of Census, *Projections of the Population of The United States By Age, Sex and Race, 1983-2080*, Current Population Estimates, Series P-25, No. 952, Tables E and F, 7,8.

[2] Arland Thornton and Deborah Freedman, "The Changing American Family: Childbearing In and Out of Marriage," *Economic Outlook USA*, Vol. 11, No. 4, (Autumn 1984), p. 87.

> world their elders never knew...everyone born and bred before World War II is such an immigrant in time — as his forebears were in space — struggling to grapple with the unfamiliar conditions of life in a new era.[3]

While intergenerational interactions are viewed as mutually supportive, a major focus has been on the elderly transmitting values and skills to the young, similar to its occurrence between natural grandparents and grandchildren. If, as Mead and other observers suggest, the elderly are in as much need of acquiring new skills as the young are, more attention may need to be given to how the generations can learn together. Again, Mead said:

> ...We must learn together with the young how to take the next steps. Out of their new knowledge — new to the world and new to us — must come the questions to those already equipped by education and experience to search for the answers.[4]

To some extent, present efforts recognize this aspect of the problem. A Missouri program has the younger generation helping those over 55 learn to use microcomputers. The T-LC model has had this element built in from the start. There remains, however, the need to go beyond skills, and create ways for the mutual exploration of those values necessary to govern relationships within a changed society. The question is both what values should pertain and how these can be expressed in ways that have meaning for the generations concerned. It is the raising of these critical questions and the search for answers to these questions that constitute a next frontier for intergenerational endeavors.

The Family

Perceptions about the status of the family in our society make up another aspect of the changing context for intergenerational programs. Much has been made of the frequency with which families relocate, the growth in the number of single-parent households, the increase in families where both parents work outside the home, and changes in mores concerning sexual and other relationships. Implicit in these observations is that these developments have had a negative impact on children and families. The conclusion is that there is a pressing need to restore something which was present earlier when grandparents, aunts, uncles, and other relatives were more readily available to participate in the nurturing of children in the family. Review of the state responses to the New Age survey clearly indicates that provision of this missing ingredient in family life is a principal reason underlying the initiation of many of the current intergenerational programs.

At the same time, however, it must be recognized that there are considerable differences of opinion on how best to deal with this perceived crisis of the family. One set of forces sees the reestablishment of the nuclear family as a priority and urges policy initiatives which would lead to this goal. Other groups argue that we must be more ecumenical in the definition of the family, accepting the legitimacy of a variety of family lifestyles. While each sees the need for community programs to support families, there is a wide gap in terms of what is viewed as the appropriate focus of such endeavors.

This struggle over family policy is real. It was reflected in the conflict which developed over the organization of the 1981 White House Conference on Families. It was an underlying element in the debate over domestic issues during the 1984 presidential and congressional campaigns. Given the outcomes of those elections, one can already see an intensification of this discussion at all levels of government and society.

There appear to be two principal implications of this conflict over family policy for intergenerational activities. A first is the political climate. As noted below, there has been, over the past four to five years, a growing recognition by political leaders of the utility and desirability of intergenerational programs. Responses from the Governors were almost unanimous in their support for more activity in this area.

Second, and equally crucial, are the criteria used to assess the worthiness of intergenerational endeavors. The contending factions in this struggle each see these activities as central to achieving their particular goals. Although this interest can be used to secure support for the initiation of programs, it can also place such support in jeopardy if program outcomes do not meet a particular set of policy objectives concerning the family. There is some danger that intergenerational programs will become pawns in this larger conflict. To the degree that this occurs, certain broader needs of society, those which intergenerational programs are uniquely equipped to serve, may well go unmet.

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[3]Margaret Mead, *Culture and Commitment: A Study of the Generation Gap*, Garden City, N.Y.: 1970, Doubleday and Co., p. 64; and p. 72.

[4]*Ibid.*, p. 94.

The Political Climate

There has been substantial movement by the federal government in the intergenerational arena over the past four years. The Administration on Aging, the Administration for Children, Youth, and Families, and ACTION have all given emphasis to intergenerational endeavors in their respective areas of concern. The Foster Grandparent program has received significant attention since its identification as an area of special interest by Mrs. Reagan. President Reagan, in his Proclamation for Older Americans Month in 1982, stressed the importance of intergenerational activities:

> As a nation we are aging together. Opportunities and support will benefit all of us tomorrow. I urge all Americans to join in this call for intergenerational action that will make more meaningful the lives and potential of older Americans and our society as a whole.[5]

Grandparents' Day has now joined Mother's Day and Father's Day in the list of special days to honor family members.

The states have been equally active in their recognition of the importance of intergenerational programs. A majority of the replies to the New Age survey identified special support from the Governors' offices for this field as critical in the development of activities in their states. Almost all of the states noted the need for additional work and indicated that plans were in progress toward this end.

The growth in the interest in these programs expressed by ficial agencies has been accompanied by a comparable expansion of concern in the voluntary sector. The American Association of Retired Persons (AARP), which currently has over 18 million members, has adopted as one of its program concerns the prevention of child abuse and neglect by training older volunteers to serve as "parent aides." In addition, AARP members are serving as coordinators and grandpersons in T-LC projects. The Association will also participate in the national dissemination of the T-LC model. Camp Fire, Inc. has declared "Friendship Across the Ages" as a major project during its 75th Anniversary Year (1984-85). The Girl Scouts, Future Homemakers of America, 4-H, and the Boys' Clubs are other voluntary organizations actively engaged in intergenerational work.

There has been a parallel growth in interest among various professional associations. The National Educational Association in 1983 endorsed the T-LC program as a significant educational effort and urged its local affiliates to assume leadership in the development of comparable endeavors throughout the country. The consideration of intergenerational issues is a regular part of the meetings of the Gerontological Society, the National Council on Aging, the National Association for Education of Young Children, and other professional associations.

In brief, intergenerational work has emerged as a legitimate field of professional concern which has a broad base of political and community support. The feeling is that now is the time to embark upon an expansion and elaboration of activities. Development of the form and substance of the second generation of programs is the next task for the intergenerational workers.

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[5] "Older Americans Month, 1982, A Proclamation by the President of the United States," as reproduced in *Aging*, May-June, 1982, Nos. 327-328, p. 2.

III. To Build A New House

The past 15 years have witnessed the growth and development of intergenerational activities based in a variety of settings, dealing with a diversity of concerns, and supported by a multiplicity of arrangements. Schools, churches, governmental agencies, and voluntary organizations have all demonstrated their capacity to successfully sponsor intergenerational programs. A base is now in place on which to erect the rest of the intergenerational program structure, one that will serve the emergent needs of our late 20th and early 21st century society.

It is neither feasible, nor perhaps desirable, to draft a blueprint to guide the construction of a new home for intergenerational endeavors. The variety of needs reflected in the differences among communities is the basic obstacle to proposing a single plan for all. Moreover, the success of what has happened reflects the creative capacity of people when confronted with needs which demand innovative responses. At the same time, it must be recognized that many of the issues to be faced are not confined to one locality or one state. There is the need to move beyond where we are now, not only at the local level, but in the nation as a whole, to find ways that will link us together and provide meaning in the lives of all members of our society — young and old, and those in between. Offered instead of a blueprint are some general propositions which, hopefully, groups can use to draw their own plans, tailored to their particular needs, related to the broader concerns faced in the world today, and based on the foundation already in place.

That foundation is made up of several different planks, most of which were described in the replies to the New Age questionnaire. Common to all of the programs identified were two central concepts. Linkages between the young and old are first sought because of the belief that neither of these groups is well-served by existing institutional arrangements. Both are frequently "warehoused," the young in uncaring and hostile school environments, and the elderly in segregated residential communities or nursing homes. Each group, however, is seen as representing an underutilized resource at a time when much is made of the lack of resources available for strengthening and improving the quality of our common life.

Most "intergenerational programming" seeks to tap these unmined resources and use them to meet both the needs of society at large as well as those of the individuals who become involved in a particular intergenerational activity. This is true whether the endeavor is a large scale, federally sponsored effort, such as the Foster Grandparent or RSVP programs, or a local and voluntary initiative like that of the Baltimore Juvenile Court, where older volunteers serve as waiting room attendants, registering clients, explaining procedures and providing reassurance for the 60-75 individuals who come to the court each day for hearings. Each of these undertakings focuses on a defined area of concern, and each has developed a specific strategy to guide its work. The Foster Grandparent program is directed toward the needs of children with disabilities and of older persons with limited incomes and a lack of meaningful activity. Similarly, RSVP involves retirees in a variety of work, with a common thread being community service through which the older person can continue to be active in the life of her or his community. By providing comfort and a sense of organization in the court, the volunteers in Baltimore have reduced the frustration, anger and uncertainty among the clients, relatives, and others, and have gained for themselves a renewed sense of worth and identity.

The specific targeting of programs to meet a bounded set of needs is a universal characteristic of the current thrust of intergenerational work and represents the strengths of such endeavors. By concentrating attention on particular local concerns, these intergenerational programs build upon existing bases of community support, enabling them to develop the roots from which they draw the sustenance necessary for their survival. Because they are viewed as directly responsive to local needs, and not derivative of initiatives mandated by external forces, the community acquires a sense of ownership of the programs, further strengthening their vitality.

This autonomy and specificity of focus can lead, however, to limited connections among programs and inhibit the sharing of understandings through which there can be a mutual strengthening and enriching of the efforts. Yet, as is evident from what has been reported by the states, there is a high degree of similarity in issues, problems and needs, as well as in the responses by the current intergenerational programs.

It is encouraging to note that this aspect of the issue has been recognized, and that there are beginnings in several areas to counteract the natural tendency of isolation which can come from an intense local focus. The Northern California Intergenerational Network is one

illustration of such an effort. The Madison Wisconsin R.S.V.P. Intergenerational Clearinghouse publishes a regular newsletter with information about programs throughout the country. On the east coast, the Center for Understanding Aging in Acton, Massachusetts is encouraging the development of means to foster the sharing of curricula and cooperative undertakings with regard to understanding aging. The Community Education Center on Aging in Little Rock, Arkansas includes an information referral service which supplies data on intergenerational programs, by state, in 7 states; plans are underway to make this available nationwide.

What, therefore, are the critical and central ideas which should guide the next stages in the building of a new structure for intergenerational work? Five precepts emerge as most relevant and reflective of the potential found in current programs.

1. The Importance of Community

If anything is clear from what has been reported about the values of intergenerational programming, it is that such efforts help reconstruct, in a new way, a sense of community among the generations. The rapidity of technological progress, the changes in the organization of work and home, and the separation of people by age categories are all products of today's world. The task is to keep the benefits which come from the different ways we do things, while retaining that sense of community which gives meaning to our lives. This is a value which should continue and should serve as the undergirding for the next generation of programs.

2. Including the "In-Betweeners"

The focus of most current efforts is in linking the old and the young. The segregation of these groups institutionally, and in other ways, highlight the need to establish effective ties between these generations. A community, however, contains those of the in-between ages as well. The middle generation is both parent and child. It offers a dimension to the needed continuity across all generations which cannot be found in a two-dimensional model. Inclusion of the "in-betweeners" can make intergenerational programs truly that, and provide new meaning to the concept. Ways need to be found to build this into the fabric of future initiatives in intergenerational programming.

3. The Principle of Reciprocity

Sharing and learning is a two-way street. Many programs start with needs and design their activities to serve these needs. An unintended consequence may be creating a dependency on the part of those served. The unique value of intergenerational work is the opportunity it provides for the establishment of meaningful interdependence contributing to the growth and nourishment of all parties involved. This, like the value of community, separates programs in this area from other human service programs. The new structure of intergenerational programs needs to recognize this particular and special quality of work now underway and use it in assembling the other parts of this new home.

4. Many Rooms and Many Options

Intergenerational programs provide many different approaches through which various kinds of needs are met. A major strength of work in this area lies in the capacity of those involved to deal with a range of concerns by linking people of different ages, background and skills in the solution of problems. The flexibility inherent in this strategy which employs multiple resources in coping with human needs is perhaps unique to this field. It makes intergenerational programs useful for dealing with the challenges posed by a rapidly changing society. It argues strongly that there continue to be many rooms and many options under the roof of the intergenerational house.

5. The Human Touch

There is a humaneness inherent in intergenerational work which is absent from many other efforts we have designed to meet social needs. That which takes place when a child and older adult share a special moment — be it the discovery of a new skill, the planting of a garden, or singing a treasured song — is not reproducible in any other way. The opportunity to transcend the immediate environment and to experience being connected with each other across the generations is that which only the intergenerational alternative can provide. It is this, perhaps more than anything else, that must continue to be the vision guiding our efforts.

These are by no means the only propositions which could be identified. They are offered solely as a stimulus to those engaged in intergenerational work, in the hope that they will assist in the forming, and in the doing, of the tasks which lie ahead. For in the words of Robert Frost:

> ...I have promises to keep,
> And miles to go before I sleep.[6]

[6] "Stopping by the Woods on a Snowy Evening" (1923), Stanza 4.

Appendix A*

Summary of State Reports

State	Programs	Activities	Respondent**
Alabama	T-LC Foster Grandparent Adopt-A-Grandparent Grandparents' Day Parents' Learning Project	Tutorial Cultural Health Fairs Arts/Crafts Conferences Library Aides Community Histories	ED
Alaska	Foster Grandparents Inupiag Ilitquisiat Johnson O'Malley	Chores Tutorial Cultural	OA
Arizona	Adopt-A-Grandparent Vocational Student Org. (VICA) Cadre of Volunteers in Education	Workshops Tutorial Arts/Crafts Chores Heritage Week Teachers' Aides Health Education	ED
Arkansas	Foster Grandparent Grandparent Days RSVP Volunteers in Public Schools (VIPS) Aging, Arts and Humanities	Tutorial Arts/Crafts Oral Histories	ED OA OG
California	Foster Grandparents RSVP Volunteers in Education California Share Project People Helping People	Tutorial Chores Conferences Museums Arts/Crafts Information Clearing House Conferences	ED
Connecticut	School Volunteer Program RSVP Foster Grandparent Youth Action Program	Chores Tutorial	OG
Florida	Foster Grandparent RSVP Senior Mentors School Volunteer Program Senior Smarts	Chores Home Care Tutorial History Health Education Parent Education/ Training	OA ED

*This table is an abstract of the responses to the New Age questionnaire and may not fully reflect what any individual state may be doing.

**ED = Department of Education; OA = Office of Aging; OG = Office of Governor.

Summary of State Reports

State	Programs	Activities	Respondent**
Georgia		Conferences	OA
Hawaii	Foster Grandparents School Volunteers Neighbor Helping Neighbor	Chores Tutorial Conferences Home Visiting	OG
Idaho	State Conference School Volunteers Foster Grandparents	Recreation Arts/Crafts Teachers' Aides Tutorial History	OA
Illinois	RSVP Write Grandparent Week T-LC Intergenerational Gazette Occupational Home Economics Program Companion to the Aged FHA-HERO	Chores Tutorial Health Education Cultural Museums Arts/Crafts Workshops Curriculum Guide Nursing Home Visits	ED OA
Iowa	Foster Grandparent Senior Olympics	Tutorial Chores Arts/Crafts	OA
Kansas	Foster Grandparent RSVP	Tutorial Curriculum Guide Film	ED
Kentucky	Foster Grandparent RSVP Adopt-A-Grandparent Heritage Weekends	Tutorial Chores Special Risk Families History Cultural	ED Foster Grandparent Program
Louisiana	Foster Grandparent RSVP Adopt-A-Grandparent Grandparents' Day FHA	Chores Tutorial Oral History Arts/Crafts	OA
Maine	Foster Grandparent Maine School Volunteers Project Grandparents	Tutorial Conferences Newsletter	ED
Maryland	Volunteers in School Senior Olympics	Chores Conferences	OA

Summary of State Reports

State	Programs	Activities	Respondent**
Massachusetts	RSVP School Volunteers for Boston Foster Grandparents LIFE Program	Tutorial Chores Workshops Nursing Home Visits	OA
Michigan	Foster Grandparent RSVP T-LC Adopt-A-Grandparent Friendly Visitors	Tutorial Arts/Crafts Chores Gardening Substance Abuse Education Health Education Nursing Home Visits	OA
Minnesota	Peer Counseling	Curriculum Guide	ED
Mississippi	Young Volunteers in Action Uniting Generations Together Grandparents' Day Foster Grandparents RSVP Family Day-Care Networking Project	Tutorial Arts/Crafts Nursing Home Visits Recreation Oral History	OA
Missouri	Foster Grandparent Grandparents' Day Computer Demonstration Project	Nursing Home Visits Tutorial Recreation	OA
Montana	Volunteers	Tutorial Cultural	OA
Nebraska	RSVP Silver Haired Legislature Grandparents' Day Senior Community Employment Program Living History Program	Chores Conferences Tutorial Museum Aides History Arts/Crafts	OA
Nevada	Foster Grandparent Senior and Volunteer Youth Program (SAVY)	Tutorial Oral History Chores Cultural	ED
New Hampshire	Foster Grandparent Adopt-A-Grandparent	Chores Tutorial Recreation Nursing Home Visits	OA

Summary of State Reports

State	Programs	Activities	Respondent**
New Jersey	Foster Grandparent Adopt-A-Grandparent Grandparents' Day Volunteers in Schools	Conferences Arts/Crafts Chores Tutorial	ED
New Mexico	Foster Grandparent	Tutorial Cultural Chores	OA
New York	Foster Grandparent RSVP Senior Volunteers in Schools State Conferences	Chores Health Fairs Tutorial Film Program Guides Nursing Home Visits Recreation Cultural Home Visiting	OA
North Carolina	Foster Grandparent Adopt-A-Grandparent Retired and Older Volunteers (ROVERS)	Chores Recreation Tutorial Oral History Nursing Home Visits Arts/Crafts	OA
North Dakota	Foster Grandparent RSVP Old Settler Days	Tutorial Chores Court Aides History	OA
Ohio	Jones Village Partnership Program	Tutorial	ED
Oklahoma	RSVP Foster Grandparent Generational Interaction for Today (GIFT) Don't Stop the Music Grandparents' Day	Chores Health Education Cultural Curriculum Guide Internships	ED OA
Oregon	RSVP Foster Grandparent T-LC Silver Threads	Tutorial Chores Gleaning Projects Health Education Nursing Home Visits	OA ED

Summary of State Reports

State	Programs	Activities	Respondent**
Pennsylvania	Volunteers in Schools T-LC Share a Grandparent Task Force on Elderly Crime Prevention Recognition Days	Tutorial Oral History Recreation Nursing Home Visits Program Guides	ED OA
Rhode Island	Foster Grandparent Silver Haired Legislature Intergenerational Chorus Experience Exchange Program	Tutorial Recreation Cultural Chores Speaker's Bureau	OA
South Carolina	T-LC RSVP Project Love Foster Grandparent Community Involvement in Schools	Tutorial Chores Recreation Cultural Workshops Crime Prevention Oral History Program Guides	ED OA OG
South Dakota	Foster Grandparent Grandparents' Day	Chores Tutorial Nursing Home Visits	ED
Tennessee	Foster Grandparent Senior Olympics Adopt-A-Grandparent	Chores Tutorial Information Clearinghouse Recreation Cultural Health Education	OA ED
Texas	Foster Grandparent Volunteers in Schools VIPs/Seniors RSVP	Tutorial Chores Oral History Health Education Nursing Home Visits	OA ED
Utah	Foster Grandparent SMILES Grandparents' Day	Tutors Chores Nursing Home Visits Oral History Health Fairs	OA

Summary of State Reports

State	Programs	Activities	Respondent**
Vermont	Foster Grandparent RSVP Green Mountain Senior Games Seniors (High School) Help Seniors (Citizens)	Tutorial Cultural Recreation Chores Oral History	OA
Virginia	RSVP Foster Grandparent Quiltwork of Memories Museum in a Trunk Appalachia Film Workshop Silver Haired Legislature Young Volunteers in Action	Chores Tutorial Oral History Inter-Agency Agreement Cultural Crime Prevention Nursing Home Visits Newspaper	OA
Washington	RSVP Foster Grandparent Bridge Program	Tutorial Chores Juvenile Court Aides	OA
West Virginia	Foster Grandparent RSVP	Chores Tutorial Conferences History	ED
Wisconsin	RSVP Foster Grandparent Adopt-A-Grandparent Young and Old Stick Together (YOST) Inter-Generational House	Health Education Tutorial Chores Folk Fairs Nursing Home Visits Conferences Workshops Curriculum Guide	OA

Suggested Guide for Reporting Intergenerational Initiatives

Please send information to: Ms. Carol H. Tice
New Age, Inc.
1212 Roosevelt
Ann Arbor, MI 48104

Information needed by September 30, 1983

Programs Identify and describe programs in the following areas. Additional information beyond the space provided will be appreciated.

1. Education Support: state_____ local_____

2. Health Support: state_____ local_____

3. Human Services Support: state_____ local_____

4. Political

5. Religious

Please describe any special efforts initiated from the Governor's Office.

What are plans for the future in utilizing older people in working with children and youth?

Names and addresses of people in your state who are outstanding in this area:

Name of person making report: _____

Title: _____

Address: _____ Phone:_____

Many thanks!

New Age Projects and Activities

Current

T-LC Home and Community Center
Dedicated to development, through interdependence of the generations, of health, achievement in school, work and retirement, and satisfying, responsibile interpersonal relationships.

—Ann Arbor, Michigan

Detroit Historical Museum, Generations and Family Fashions Project
Designing and implementing intergenerational approaches to the study of history through clothing and design, in correlation with the opening of their new Fashion Gallery.

—Detroit, Michigan

Harris Foundation
Developing intergenerational curriculum and materials for Family Life Education.

—Chicago, Illinois

Ounce of Prevention Fund
Developing intergenerational approaches to prevention of teenage pregnancy in school-based programs.

—Chicago, Illinois

Liberty Films
Writing and producing a film for adolescents on making choices regarding teenage pregnancy.

—Ann Arbor, Michigan

Past

Linking the Generations for a Caring Society
Initiated and planned Wingspread Conference resulting in recommendation for national policy in intergenerational exchange.

"Linking the Generations: Intergenerational Programs"
A Wingspread Report, proceedings of the conference.

—Racine, Wisconsin

Intergenerational Approaches for Meeting the Needs of Children
Presentation to Spouses Program, National Governors Association.

—Washington, D.C.

Intergenerational Exchange and Voluntarism
Workshop presented at conference on Voluntarism in the American Sector, Smithsonian Institution.

—Washington, D.C.

"What We Have"
Docu-drama on the Teaching-Learning Communities intergenerational program in schools.

—Ann Arbor, Michigan

Youth and Aging: A Sharing of Values Through the Arts
Special conference featuring Margaret Mead.

—Ann Arbor, Michigan

Planning and development of intergenerational agenda, with Margaret Mead.

New Age Materials

Developing a Curriculum of Caring, by Carol H. Tice
A detailed guidebook for establishing intergenerational teaching/learning programs in schools.

T-LC Aide Handbook, by Mary Critchell, Belle Sanders and Jaci Locker
The role of the aide is crucial in developing a curriculum of caring. This handbook is for women in their middle years who serve in that role.

Lifecraft, by Mary Critchell and Jaci Locker
A guide to creative activities for those of different generations to do together in the classroom. Instructions for making bread, doing Chinese paper cutting, woodworking, creative writing, and poetry.

Price lists for New Age materials, presentations, workshops, and film ("What We Have") are available from New Age, 1212 Roosevelt, Ann Arbor, Michigan 48104.

New Age, Inc.

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